Participant Outcomes

- Participants will:
  - Increase knowledge of National Staff Development Council's Staff Development Standards
  - Expand resources available to assist with planning, implementing and evaluating High Quality Effective Professional Development

Sample Agenda

2:30 p.m.

- Need for Effective Professional Development

2:45 p.m.

- Standards for Professional Development

3:30 p.m.

- Closing/Evaluation

Focus on
Professional Development

- Research clearly indicates that high quality effective professional development is necessary to improving educator effectiveness.
- Quality expectations have changed
- Content expectations have changed
- Shift in paradigm

Vision
for Effective Professional Development

- Paradigm Shift Influenced by
    - Results-driven
    - Systems Thinking
    - Constructivism
- New Vision of Professional Development
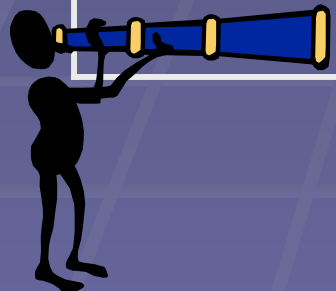
New Vision of Professional Development

FROM	TO
Individual Development	Individual and Organizational Development
Fragmented, piecemeal efforts	Clear, coherent strategic planning
District-focused	School-focused
Focus on adult needs and satisfaction	Focus on student needs, learning outcomes, changes in on-the-job behavior
Training conducted away from the job	Job-embedded learning
Transmission of knowledge and skills	Study of teaching and learning by teams of teachers
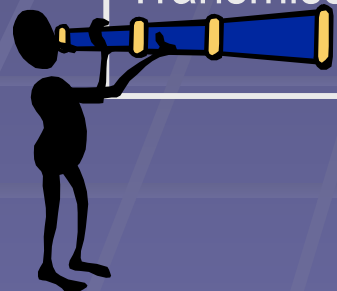
New Vision of Professional Development

| FROM	TO
Generic instructional skills	Combination of generic and content-specific skills
Staff developers as trainers	Staff developers as facilitators, planners, and consultants
Staff development as the purpose of one department	Everyone functions as a staff developer
Teacher as primary recipient	Everyone who affects students as the primary recipient
Staff development as a frill	Staff development as indispensable process for student achievement

Vision
for Effective Professional Development

- Staff Development as you have known it, is *extinct*.

So… what does high-quality effective professional development look like?
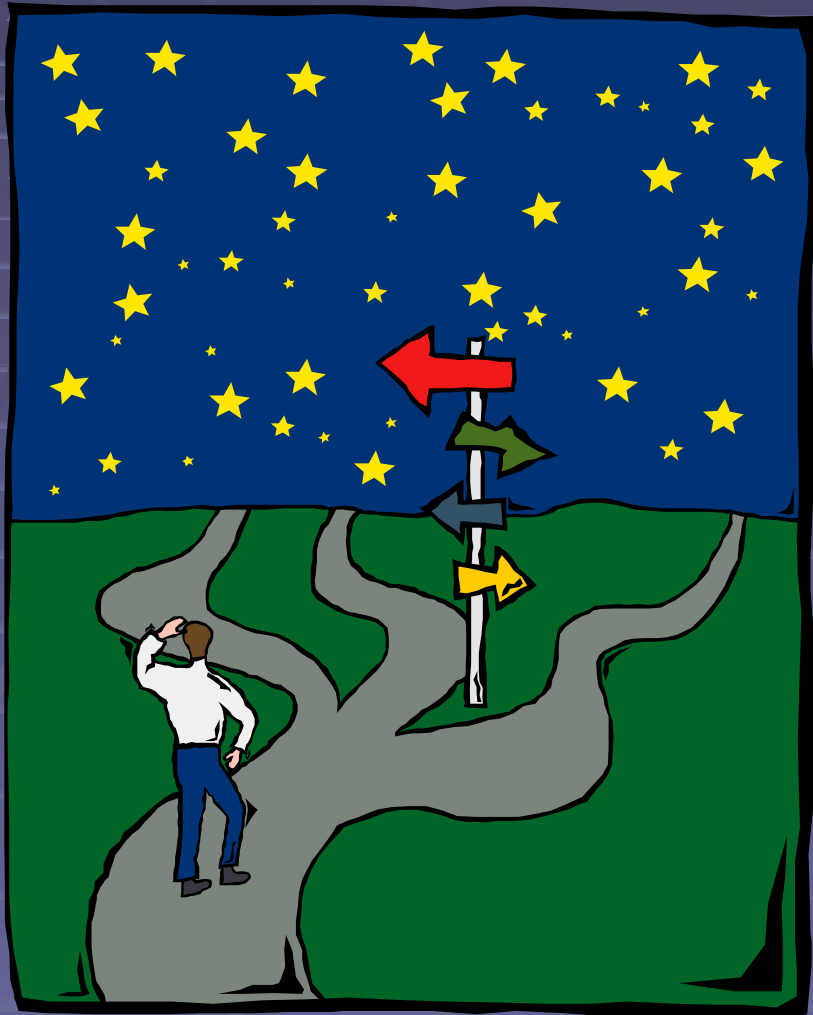
High Quality Effective Professional Development

- Results-driven
- Standards-based
- Job-embedded
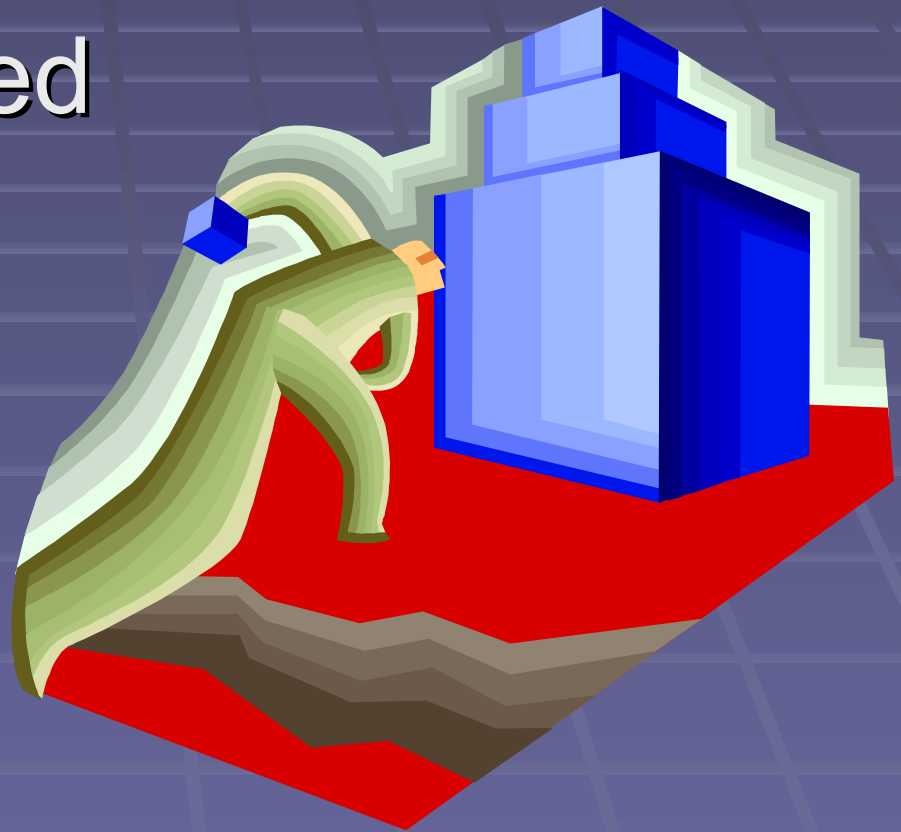
High Quality Effective Professional Development

Results-driven

Begin with

the end in mind.

Stephen Covey

High Quality Effective Professional Development

- Results-driven education for students…

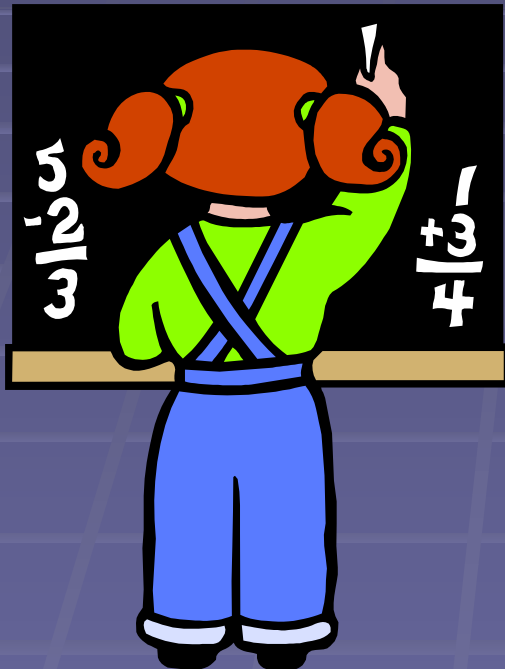requires results-driven professional development for adults.

High Quality Effective Professional Development

- Results-driven
  - What do students need to know and be able to do?
  - What do educators need to know and be able to do to ensure student success?
  - What professional development will ensure educators acquire the necessary knowledge, skills, and behaviors?

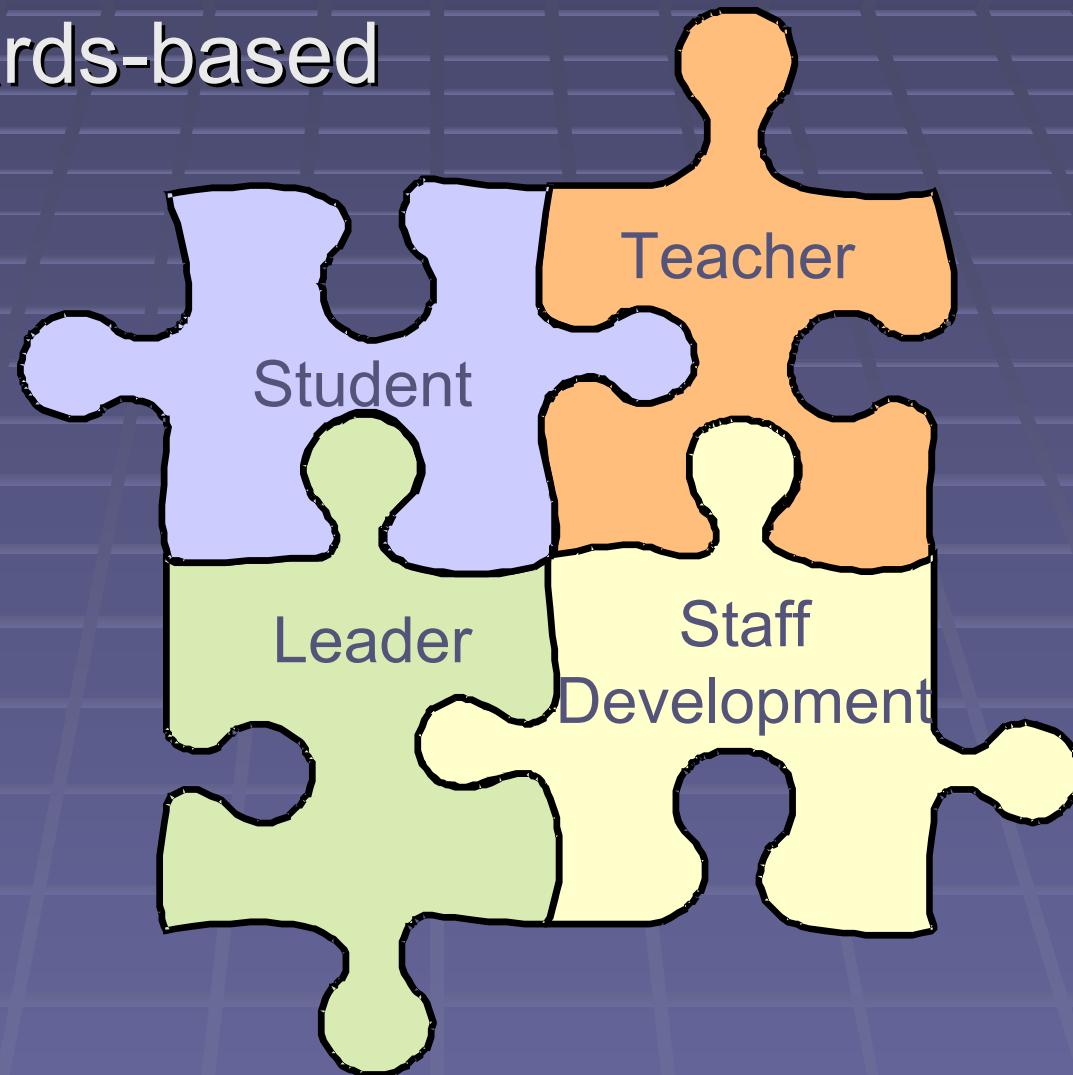# High Quality Effective Professional Development

- Activity-driven
  - What did you do?

- Results-driven
  - Did it make a difference?

High Quality Effective Professional Development
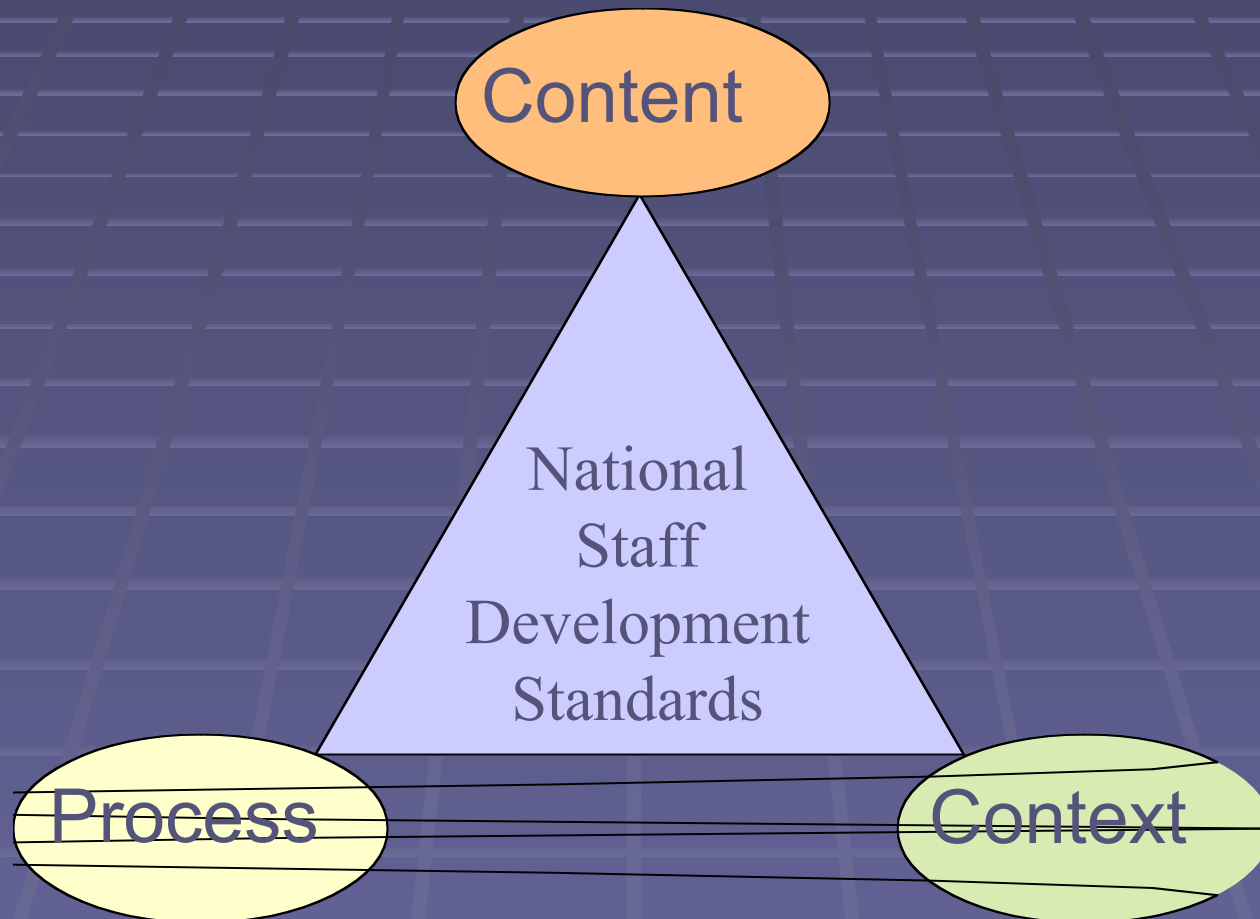
- Standards-based

High Quality Effective Professional Development

- Job-embedded
  - During work day at the work site
  - Supports collaborative team learning
  - Includes all teachers all the time

Standards

for Effective Professional Development

NSDC Standards for Staff Development

- **Context Standards**

Place a good person in a bad system and the system will win every time.

NSDC Standards for Staff Development

Context

Staff development that improves the learning of all students

- **Learning Communities:**
  - organizes adults into learning communities whose goals are aligned with those of the school district.
- **Leadership:**
  - requires skillful school and district leaders who guide continuous instructional improvement.
- **Resources:**
  - resources to support adult learning and collaboration.

NSDC Standards for Staff Development

- **Focus on Context-Resources**
  - Identify financial support
  - Identify non-financial supports needed
    - Organization policies
    - Resources
    - Protection from intrusions
    - Openness to experimentation and alleviation of fears
    - Collegial support
    - Higher-level administrator leadership and support
    - Recognition of success
    - Provision of time

NSDC Standards for Staff Development

- **Process Standards**

Training without follow-up is educational malpractice!

NSDC Standards for Staff Development

Process

Staff development that improves the learning of all students

- **Data-Driven**
  - uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.
- **Evaluation**
  - uses multiple sources of information to guide improvement and demonstrate its impact.
- **Research-Based**
  - prepares educators to apply research to decision making.

NSDC Standards for Staff Development

Process

Staff development that improves the learning of all students

- **Design**
  - uses learning strategies appropriate to the intended goal.
- **Learning**
  - applies knowledge about human learning and change.
- **Collaboration**

  - provides educators with the knowledge and skills to collaborate.

NSDC Standards for Staff Development

- **Focus on Process-Design**
  - How do you know what to include in your design?
    - Professional Development Models
      - Training
      - Observation/Assessment
      - Involvement in a Development/Improvement Process
      - Study Group
      - Inquiry/Action Research
      - Individually Guided Activities
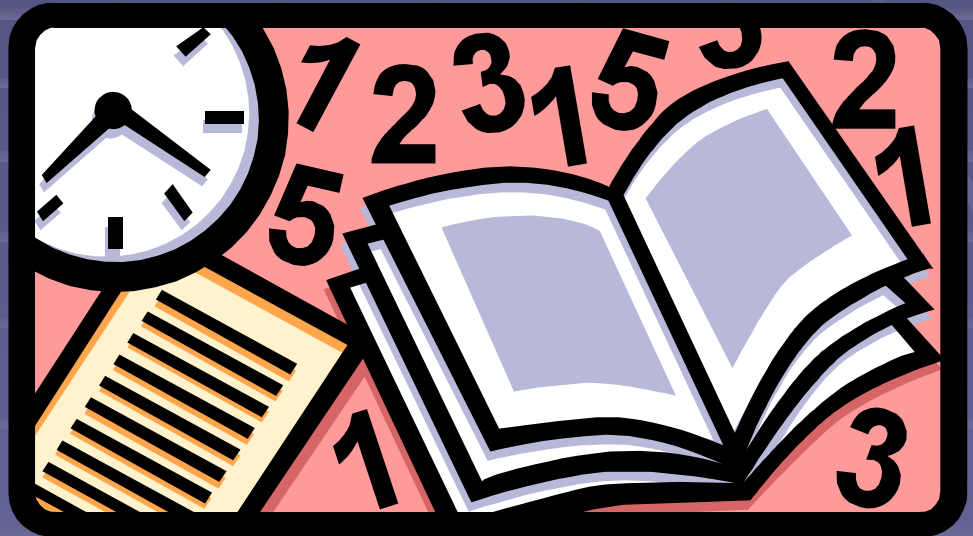   - Mentoring/Coaching

NSDC Standards for Staff Development

- **Focus on Process-Design**
  - How do you know what to include in your design?
    - Levels of Professional Development
      - Awareness
      - Exploration
      - Implementation
      - Adoption
      - Institutionalization

NSDC Standards for Staff Development

- **Content**

Not all content is created equal!

NSDC Standards for Staff Development

Content

Staff development that improves the learning of all students

- **Equity**
  - prepares educators to understand and appreciate all students, create safe, orderly, and supportive learning environments, and hold high expectations for their academic achievement.

- **Quality Teaching**
  - deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.

- **Family Involvement**
  - provides educators with knowledge and skills to involve families and other stakeholders appropriately.

NSDC Standards for Staff Development

- **Focus on Content-Equity**

- **Structure of NSDC Staff Development Standards**
  - **Standard, Rationale, Case Study, Discussion Questions, Next Steps, References**

NSDC Standards for Staff Development

- **Focus on Content-Equity**

- **Consider the following statements. Do you strongly disagree, disagree, agree or strongly agree?**

  - In this school/district educators learn how to create school wide practices that convey respect for students their families, and students cultural backgrounds.

  - In this school/district, staff development prepares educators to establish learning environments that communicate high expectations for the academic achievement of all students.

  - In this school/district, educators learn how to adjust instruction and assessment to match the learning requirements of individual students.

Professional Development Resources

- Arizona's Professional Development Planning Guide
- PDLA Training
- State & Federal Resources
  - **Arizona Department of Education** www.ade.state.az.us
  - Training and event calendar www.ade.state.az.us/onlineregistration/calendar/RenderCalendar.asp
  - Professional Development Leadership Academy www.ade.state.az.us/ess/pdla
  - **U S. Department of Education** www.ed.gov
  - No Child Left Behind www.nclb.gov

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NSDC Standards section based on presentation developed by Pat Roy.

Roy, P. (2003 June). NSDC staff development standards. Presentation at Second Annual Arizona Professional Development Leadership Academy Summit, Flagstaff, AZ.